DOCUMENT RESUME

ED 304 169 JC 890 053

AUTHOR Hardin, Jerry W.; Martin, Fred H.
TITLE A Study of Staff Perceptions of Institutional Goals Before and After a Major Institutional Mission Change.
INSTITUTION Pellissippi State Technical Community Coll., Knoxville, TN.
PUB DATE 88
NOTE 20p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Planning; College Role; *Community Colleges; *Employee Attitudes; *Institutional Mission; Institutional Research; Organizational Change; *Organizational Objectives; School Surveys; *Teacher Attitudes; *Technical Institutes; Two Year Colleges

ABSTRACT

In 1988, the name of the State Technical Institute of Knoxville (STIK) was changed to Pellissippi State Technical Community College (PSTCC). University-parallel programs were added to its previous technical curriculum, which had been designed for immediate entry into the workforce. Subsequently, a study was conducted at PSTCC to ascertain faculty and staff perceptions of current college goals; to elicit opinions about what the new institution's goals should be; to identify changes in perceptions of goals from those held before 1986; and to compare local views about goals to national norms. The Community College Goals Inventory Survey was administered to 115 employees, including 38 former STIK faculty, 11 faculty members who had transferred to PSTCC from Roane State Community College, 9 other new faculty members, 25 support staff members, and 28 administrators. Respondents were asked to rank 97 statements in 20 goal areas according to the degree that they were current college goals and the degree that they should be. Results included the following: (1) the four areas ranked most highly as current college goals were vocational/technical preparation, general education, remedial/developmental support, and accessibility; (2) top areas ranked in terms of "should be" goals included general education, college community, vocational/technical preparation, and remedial/developmental support; and (3) respondents believed that more emphasis should be given to every goal area, with the largest discrepancies between "is a goal" and "should be a goal" in the areas of college community, faculty/staff development, intellectual environment, and humanism/altruism. Six tables and a sheet containing descriptions of the 20 goal areas are attached. (AAC)

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A STUDY OF STAFF PERCEPTIONS OF INSTITUTIONAL GOALS BEFORE AND AFTER A MAJOR INSTITUTIONAL MISSION CHANGE

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Jerry W. Hardin, Ph.D.
Acting Director of Institutional Research

Fred H. Martin, Ed.D.
Dean of Administrative Affairs

Pellissippi State Technical Community College
Knoxville, Tennesseee

JC 890 053

A STUDY OF STAFF PERCEPTIONS OF INSTITUTIONAL GOALS
BEFORE AND AFTER A MAJOR INSTITUTIONAL MISSION CHANGE

PURPOSE

The purposes of this study were to: (1) ascertain faculty and staff perceptions about current (1988) college goals; (2) elicit faculty and staff opinions about what should be the college goals; (3) identify any changes from the 1986 faculty and staff perceptions about goals; and (4) compare local college views about goals with national norms.

HISTORY

Pellissippi State Technical Community College (PSTCC) is the newest of eleven public community colleges in Tennessee, having been created in July 1988 by the General Assembly. The college had previously been known as State Technical Institute at Knoxville (STIK), offering two-year technical programs designed for immediate entry into the workforce.

The major change in mission that accompanied the name change consisted of the addition of university parallel programs designed for transfer. The mission expansion has had an extensive impact on many areas of the college, including enrollment, curriculum, staffing, budget, and facilities.

Enrollment grew from 2221 in Fall 1987 to 3261 in Fall 1988 (an increase of 47%). Almost forty new university parallel programs were added, along with about thirty new faculty and several administrative/support staff. All of these major changes occurred during a four-month period from May to August 1988.

As part of the plan for mission and program expansion, twenty-six faculty and other staff were transferred to PSTCC from Roane State Community College (RSCC), a neighboring college which had offered university parallel programs in Knox County prior to Fall 1988.

This sudden and significant mission, curriculum, and staffing change lends itself to this comparative and longitudinal study of staff attitudes toward institutional goals.

After a search of the literature and discussions with professional colleagues, it was decided that the most appropriate measure would be the Community College Goals Inventory (CCGI), a standardized instrument developed by the Educational Testing Service (ETS). The CCGI consists of 20 goal areas, divided into outcome and process goals (see attachment 1)

One reason for selecting the CCGI was the availability of comparative CCGI data from STIK staff in Spring 1986. Using the CCGI, it is possible to discern changes in perceptions in former STIK staff as they merge into the new institution.

METHOD OF STUDY

The Community College Goals Inventory was administered to the employees of STIK in the spring of 1986. The results of that survey to those eighty employees served as the baseline data with which the 1988 PSTCC totals were compared.

For research purposes the following null hypotheses were created:

Ho1 : There are no significant differences between the 1986 baseline means for each of the twenty goal areas in both the "is a goal" and the "should be a goal" categories and the 1988 PSTCC means in each of the categories/goal areas.

Ho2 : There are no significant differences between the 1988 total means for each of the twenty goals areas in both the "is a goal" and the "should be a goal" categories and the FORMER STIK FACULTY means in each of the categories/goal areas.

Ho3: There are no significant differences between the 1988 total means for each of the twenty goal areas in both the "is a goal" and the "should be a goal" categories and the FORMER RSCC FACULTY means in each of the categories/goal areas.

Ho4 : There are no significant differences between the 1988 total means for each of the twenty goal areas in both the "is a goal" and the "should be a goal" categories and the OTHER NEW FACULTY means in each of the categories/goal areas.

Ho5 : There are no significant differences between the 1988 total means for each of the twenty goal areas in both the "is a goal" and the "should be a goal" categories and the PRESENT PSTCC SUPPORT STAFF means in each of the categories/goal areas.

Ho6 : There are no significant differences between the 1988 total means for each of the twenty goal areas in both the "is a goal" and the "should be a goal" categories and the PRESENT PSTCC ADMINISTRATION means in each of the categories/goal areas.

Ho7 : There are no significant differences between the means for the twenty goal areas of a national comparative group and the 1986 totals.

Ho8 : There are no significant differences between the means for the twenty goal areas of a national comparative group and the 1988 totals.

The results of the 1986 administration of the CCGI were available with the faculty, staff, and administration responses combined. Each goal area had a mean and a standard deviation for both the "is a goal" and the "should be a goal" category. For the 1988 administration the same data were reported; however, the 115 employee responses were segmented into subgroups of FORMER STIK FACULTY (N=38), FORMER RSCC FACULTY (N=11), OTHER NEW FACULTY (N=9), SUPPORT STAFF (N=25), AND ADMINISTRATION (N=28). Four respondents indicated no subgroup and were included in the testing of Ho1 only.

A T test was used to test for significance for Ho1,Ho2,Ho5, Ho6, Ho7, and Ho8. Because of the small sample size of two subgroups, Chi Square was used to test for significance for Ho3 and Ho4.

RESULTS

Table 1 displays the means of each goal area by groups and by subgroups. The bold figures indicate a statistically significant difference at the five percent level when compared to the specific population described in the hypotheses. Note that the appropriate hypothesis is indicated at the top of each column on Table 1.

Table 2 lists the relative rankings of means of each goal area in the three categories of "is a goal", "should be a goal", and the difference between those means or "discrepancy". The "is" ranking indicates the staff's perception of each goal area's present relative importance. The "should be" ranking reflects each respondent's value system and produces an aggregate view of which goal areas the institution should be emphasizing. The discrepancy ranking is a simple arithmetic subtraction of the "is" mean from the"should be" mean. The greater the difference indicated, the higher the discrepancy ranking. Without exception, every difference was positive, which indicates that the staff believes that more emphasis should be given to every goal area.

Tables 3,4, and 5 list the highest ranked "is" and "should be" individual goal statements out of the total 97 statements. Tables 3 & 4 include all statements while table 5 includes only those local goal statements which were not compiled into any goal area. Table 6 lists the top ten "discrepancies" in magnitude from among the 97 individual statements.

When the total 1986 employee responses are compared with the total 1988 employee responses, a significant difference was indicated in fourteen of the twenty "is a goal" areas. In almost all of the differences the 1988 means were higher than the 1986 or baseline means. For the purposes of this study a significant difference indicates a higher 1988 total or subgroup mean than the total mean unless otherwise specified. There were also significant differences in ten (with two lower) of the twenty "should be a goal" areas. Therefore, Ho1 was rejected for those 24 goal areas.

Five subgroups of PSTCC employees were then compared to the 1988 total data in the testing of null hypotheses Ho2-6 with the following results:

The FORMER STIK FACULTY differed from the total in none of the 20 "is" areas but did differ in two of the "should be" areas (Vocational/Technical Preparation and College Community). Therefore, Ho2 was rejected for those two goal areas.

The FORMER RSCC FACULTY differed from the total in 19 (with two lower) of the "is" areas and in nine (with one lower) of the "should be" areas. Therefore, Ho3 was rejected for those 28 goal areas.

The OTHER NEW FACULTY differed from the total in 16 (with five lower) of the"is" areas and in 15 (with ten lower) of the "should be" areas. Therefore, Ho4 was rejected for those 31 areas.

The PSTCC SUPPORT STAFF differed from the total in one (with one lower-Personal Development) of the "is" areas and one (with one lower-Innovation) of the "should be" areas. Therefore, Ho5 was rejected for those two areas.

The PSTCC ADMINISTRATION differed from the total in none of the 20 "is" areas but did differ in one of the "should be" areas (Community Services). Therefore, Ho6 was rejected for that one area.

A comparison was also made between the means of a national community college sample (N=6539) and both the 1986 total means (N=80) and the 1988 total means (N=115). When compared to the national means the 1986 totals differed significantly in 15 of the "is " categories and 11 of the "should be " categories for a total of 26 significant differences. Therefore, Ho7 was rejected for those 26 areas.

The 1988 totals differed significantly in 10 of the "is" and nine of the "should be" categories for a total of 19 significant differences. Therefore, Ho8 was rejected for those 19 areas.

SUMMARY AND CONCLUSIONS

The comparisons of the 1986 STIK faculty and staff to the 1988 PSTCC faculty and staff indicated significant differences in 24 of the 40 goal areas. Overall, the 1988 means were higher in the "is a goal" areas and higher in all but two of the "should be a goal" areas. This indicates that considerable progress was made in most goal areas since 1986 and that even more emphasis should be placed on most goal areas.

There were two exceptions which suggested that less relative emphasis should be placed on vocational/technical preparation and remedial/developmental preparation. The word "relative" should be noted since those two areas are still in the top four "should be a goal" rank ordering of institutional goals.

The comparisons which were made between the 1988 totals and the subgroups yielded several significant differences. As a whole, there were few (five total) significant deviations from the means by the three subgroups consisting of former STIK faculty, support staff, and administration.

Most (fifty-nine) of the significant differences occurred in two groups--former RSCC faculty and other new faculty. These two groups may not have unduly influenced the total means because of their small number (20 of 115 total), but the complexion of the institution should change in the long term because of these different perceptions and values. This trend is hinted at by the fewer significant differences in the 1988 totals than the 1986 totals when both are compared to the same national norm.

The national norm means were compared to both the 1986 total means and the 1988 total means, resulting in 26 and 19 significant differences, respectively. It may be concluded that, as the faculty and staff have increased in size, complexity, and maturity and as the college's mission has expanded, their perceptions have moved closer to the national norm for community colleges. This trend might be expected to continue in the future.

The college should use these results of faculty and staff perceptions in any future strategic planning, operational goal setting, and any revision of present goals. College administrators should compare existing strategic and operational goals with the list of highly ranked "should be" goals to determine if proper emphasis is being placed on those areas.

The college should also use these results as professional development activities are planned; however, the institution must be sure of its intentions when trying to change staff perceptions. A decision must be made as to how much diversity is desirable, and the institution should not try to change that which a dynamic institution needs for renewal.

As the college further matures and incorporates the university parallel mission, staff perceptions of institutional goals should continue to be monitored and used for improving institutional effectiveness.

Descriptions of the 20 Goal Areas in the Community College Goals Inventory

OUTCOME GOALS

General Education—has to do with acquisition of general knowledge, achievement of some level of basic competencies, preparation of students for further, more advanced work, and the acquisition of skills and knowledge to live effectively in society. (1,4,6,9,)*

Intellectual Orientation—relates to an *attitude* about learning and intellectual work. It means familiarity with research and problem solving methods, the desire and ability for self-directed learning, the ability to synthesize knowledge from many sources, and an openness to new ideas and ways of thinking. (2,5,7,10)

Lifelong Learning—means providing courses to community adults so they can pursue a variety of interests, instilling in students a commitment to a lifetime of learning, providing learning opportunities to adults of all ages, and awarding degree credit for knowledge and skills acquired in nonschool settings. (3,8,11,13)

Cultural/Aesthetic Awareness—entails a heightened appreciation of a variety of art forms, encouraging study in the humanities and art beyond requirements, exposure to non-Western art and literature, and encouragement of student participation in artistic activities. (14,17,20,23)

Personal Development—means identification by students of personal goals and the development of ways of achieving them, enhancement of feelings of self-worth, self-confidence, and self-direction, and encouragement of open and honest relationships. (15,18,21,24)

Humanism/Altruism—reflects a respect for diverse cultures, a commitment to working for peace in the world, an understanding of the important moral issues of the time, and concern about the general welfare of the community. (16,19,22,25)

Vocational/Technical Preparation—means offering specific occupational curricula (such as accounting or air conditioning and refrigeration), programs geared to emerging career fields, opportunities for upgrading or updating present job skills, and retraining for new careers or new job skills.(26,30,36,38)

Developmental/Remedial Preparation—includes recognizing, assessing, and counseling students with basic skills needs, providing developmental programs that recognize different learning styles and rates, assuring that students in developmental programs achieve appropriate levels of competence, and evaluating basic skills programs. (27,31,32,41)

Community Services—is concerned with the college's relationship with the community: encouraging community use of college resources (meeting rooms, computer facilities, faculty skills), conducting community forums on topical issues, promoting cooperation among diverse community organizations to improve availability of services, and working with local government agencies, industry, unions, and other groups on community problems. (28,34,35,37)

Social Criticism—means providing critical evaluation of current values and practices, serving as a source of ideas to change social institutions, helping students learn how to bring about change in our institutions, and being engaged, as an institution, in working for needed changes in our society. (29,33,39,40)

PROCESS GOALS

Counseling and Advising—means providing career counseling services, personal counseling services, and academic advising services for students and providing a student job-placement service. (44,47,50,51)

Student Services—means developing support services for students with special needs, providing comprehensive student activities program, providing comprehensive advice about financial aid sources, and making available health services that offer health maintenance, preventive medicine, and referral services. (42,45,48,52)

Faculty/Staff Development—entails commitment of college resources to provide opportunities and activities for professional development of faculty and staff, appropriate faculty evaluation to improve teaching, and flexible leave and sabbatical opportunities for faculty and staff. (43,46,49,53)

Intellectual Environment—means a rich program of cultural events, a college climate that encourages student free-time involvement in intellectual and cultural activities, and one in which students and faculty can easily interact informally, and a college that has a reputation in the community as an intellectually exciting place. (54,57,60,63)

Innovation—is defined as a climate in which continuous educational innovation is an accepted way of life. It means established procedures for readily initiating curricular or instructional innovations, and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance. (55,58,61,64)

College Community—is defined as fostering a climate in which there is faculty and staff commitment to the goals of the college, open and candid communication, open and amicable airing of differences, and mutual trust and respect among faculty, students, and administrators. (56,59,62,65)

Freedom—has to do with protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life-styles. (66,69,73,76)

Accessibility—means maintaining costs to students at a level that will not deny attendance because of financial need, offering programs that accommodate adults in the community, recruiting students who have been denied, have not valued, or have not been successful in formal education, and, with a policy of open admission, developing worthwhile educational experiences for all those admitted. (67,70,74,77)

Effective Management—means involving those with appropriate expertise in making decisions, achieving general consensus regarding fundamental college goals, being organized for systematic short- and long-range planning, and engaging in systematic *evaluation* of all college programs. (68,72,75,78)

Accountability—is defined to include consideration of benefits in relation to costs in deciding among alternative programs, concern for the efficiency of college operations, accountability to funding sources for program effectiveness, and regular provision of evidence that the college is meeting its stated goals. (79,81,83,87)

*The numbers in parentheses are the four goal statements that make up each goal area.

Miscellaneous goal statements not included in goal areas (12,71,80,82,84,85,86,88,89,90)

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Table 1:CCGI
PSTCC—Fall 1988

Note: Bold figures denote significant difference.

Table of means for each goal area including both the "Is" and the "Should Be" categories.

	Total 1988 Ho 1		STIK (former) Ho 2		RSCC (former) Ho 3		Other (former) Ho 4		Support Staff Ho 5		Administrative Ho 6		Total 1986 HO 7		Total 1988 Ho 8	
	IS	SB	IS	SB	IS	SB	IS	SB	IS	SB	IS	SB	IS	SB	IS	SB
General Education	3.77	4.40	3.90	4.32	3.89	4.66	3.69	4.47	3.58	4.39	3.70	4.44	3.34	4.13	3.77	4.40
Intellectual Orientation	3.25	4.22	3.41	4.33	3.14	4.34	3.06	4.31	3.03	4.00	3.32	4.22	3.08	4.08	3.25	4.22
Lifelong Learning	3.19	3.89	3.22	3.78	3.66	4.02	3.33	3.61	3.01	3.91	3.08	4.04	2.93	3.84	3.19	3.89
Cultural/Aesthetic Awareness	2.30	3.11	2.25	2.85	2.55	3.48	2.47	3.44	2.36	3.17	2.17	3.16	1.57	2.09	2.30	3.11
Personal Development	2.98	3.90	3.13	4.06	3.02	3.91	3.16	3.77	2.73	3.74	2.90	3.83	2.76	3.79	2.98	3.90
Humanism/Altruism	2.48	3.58	2.54	3.62	2.82	3.84	2.72	3.86	2.37	3.33	2.29	3.55	2.13	3.06	2.48	3.58
Vocational/Technical Preparation	3.94	4.27	4.01	4.45	4.18	4.20	3.94	3.89	3.78	4.21	3.84	4.21	3.89	4.55	3.94	4.27
Development/Remedial Preparation	3.75	4.24	3.71	4.25	3.89	4.34	3.64	4.11	3.67	4.19	3.86	4.27	3.63	4.42	3.75	4.24
Community Services	3.06	3.60	3.02	3.52	3.56	3.80	3.17	3.53	2.96	3.41	3.04	3.84	2.56	3.47	3.06	3.60
Social Criticism	2.45	3.18	2.40	3.06	2.93	3.75	2.56	3.67	2.52	2.99	2.29	3.12	1.99	2.53	2.45	3.18
Counseling and Advising	3.44	4.12	3.61	4.16	3.57	4.07	3.42	3.94	3.21	4.09	3.43	4.21	3.33	4.16	3.44	4.12
Student Services	2.95	3.84	2.97	3.80	2.93	3.98	3.05	3.71	2.81	3.86	3.04	3.94	2.62	3.50	2.95	3.84
Faculty/Staff Development	2.81	4.14	2.60	4.26	3.18	4.14	3.22	4.25	2.83	3.95	2.85	4.19	2.66	4.12	2.81	4.14
Intellectual Environment	2.63	3.81	2.53	3.77	2.98	3.86	2.78	3.67	2.70	3.73	2.52	3.98	2.23	3.38	2.63	3.81
Innovation	2.64	3.58	2.55	3.75	3.02	3.61	2.83	3.58	2.62	3.29	2.62	3.60	2.55	3.60	2.64	3.58
College Community	2.72	4.31	2.45	4.57	3.48	4.25	3.00	4.08	2.75	4.16	2.80	4.20	2.39	4.35	2.72	4.31
Freedom	2.78	3.36	2.82	3.46	3.23	4.09	2.97	3.78	2.70	3.16	2.67	3.12	2.44	2.90	2.78	3.36
Accessibility	3.49	3.79	3.60	3.86	3.75	3.52	3.38	3.81	3.35	3.80	3.46	3.89	3.30	3.75	3.49	3.79
Effective Management	3.28	4.10	3.09	4.25	3.68	3.91	3.53	3.91	3.23	4.04	3.40	4.17	2.97	4.14	3.28	4.10
Accountability	3.38	3.97	3.38	4.11	3.80	3.86	3.44	3.72	3.33	3.92	3.27	3.96	3.09	3.99	3.38	3.97

Table 2: CCGI
PSTCC—Fall 1988

The perception of the 115 respondents for the "Is" and "Should Be" categories, and the distance or discrepancy between the two.

Goal Area Ranked by "Is a Goal" Means	Goal Area Ranked by "Should be a Goal" Means	Goal Area Ranked by Discrepancies Between the Two
1. Vocational/Technical Preparation	1. General Education	1. College Community
2. General Education	2. College Community	2. Faculty/Staff Development
3. Remedial/Developmental	3. Vocational/Technical Preparation	3. Intellectual Environment
4. Accessibility	4. Remedial/Developmental	4. Humanism/Altruism
5. Counseling/Advising	5. Intellectual Orientation	5. Intellectual Orientation
6. Accountability	6.Faculty/Staff Development	6. Innovation
7. Effective Management	7. Counseling/Advising	7. Personal Development
8. Intellectual Orientation	8. Effective Management	8. Student Services
9. Life-long Learning	9. Accountability	9. Effective Management
10. Community Services	10. Personal Development	10. Cultural Aesthetic Awareness
11. Personal Development	11. Life-long Learning	11. Social Criticism
12. Student Services	12. Student Services	12. Life-long Learning
13. Faculty/Staff Development	13. Intellectual Environment	13. Counseling/Advising
14. Freedom	14. Accessibility	14. General Education
15. College Community	15. Community Services	15. Accountability
16. Innovation	16. Humanism/Altruism	16. Freedom
17. Intellectual Environment	17. Innovation	17. Community Services
18. Humanism/Altruism	18. Freedom	18. Remedial/Developmental
19. Social Criticism	19. Social Criticism	19. Vocational/Technical Preparation
20. Cultural/Aesthetic Awareness	20. Cultural/Aesthetic Awareness	20. Accessibility

Table 3: CCGI
PSTCC—Fall 1988

Is a Goal

Rank order of top twenty of 97 individual goal statement means

Rank	Mean	Statement
1.	4.07	4. to ensure that students who graduate have achieved some level of reading, writing, and math competency
2.	4.05	26. to provide opportunities for students to prepare for specific vocational/technical careers, such as bookkeeping, computer technology, and cosmetology
3.	4.04	31. to ensure that students who complete developmental programs have achieved appropriate reading, writing, and mathematics competencies
4.	4.02	27. to identify and assess basic skills levels and then counsel students relative to their needs
5.	3.96	36. to provide opportunities for individuals to update or upgrade present job skills...
6.	3.95	38. to provide retraining opportunities for individuals who wish to qualify for new careers or acquire new job skills...
7.	3.92	1. to ensure that students acquire a basic knowledge of communications, the humanities, social sciences, mathematics, and natural sciences...
8.	3.85	11. to be committed as a college to provide learning opportunities to adults of all ages
9.	3.79	30. to offer educational programs geared to new and emerging career fields...
10.	3.76	86. to seek to maintain high standards of academic performance throughout the institution...
11.	3.71	70. to offer programs at off-campus locations and at times that accommodate adults in the community...
12.	3.71	87. to be accountable to funding sources for the effectiveness of college programs...
13.	3.71	41. to evaluate continuously the effectiveness of basic skills instruction...
14.	3.70	77. to maintain or move to a policy of essentially open admissions, and then to develop worthwhile educational experiences for all who are admitted...
15.	3.65	44. to provide career counseling services for students
16.	3.59	6. to provide a general academic background as preparation for further, more advanced, or specialized work...
17.	3.57	2. to teach students methods of inquiry, research, and problem definition and solution...
18.	3.56	48. to provide comprehensive advice for students about financial aid sources...
19.	3.52	81. to provide regular evidence that the institution is actually achieving its stated goals...
20.	3.50	75. to be organized for systematic short-and long-range planning for the whole institution...
20. (tie)	3.50	78. to engage in systematic evaluation of all college programs...

Table 4: CCGI
PSTCC—Fall 1988

Should be a Goal

Rank order of top twenty of 97 individual goal statement means.
* Indicates also in top ten discrepancies.

Rank	Mean	Statement
1.	4.71	4. to ensure that students who graduate have achieved some level of reading, writing, and math competency
2.	4.54	*65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...
3.	4.52	86. to seek to maintain high standards of academic performance throughout the institution...
4.	4.46	*59. to maintain a climate in which communication throughout the organizational structure is open and candid...
5.	4.44	31. to ensure that students who complete developmental programs have achieved appropriate reading, writing, and mathematics competencies
6.	4.43	1. to ensure that students acquire a basic knowledge of communications, the humanities, social sciences, mathematics, and natural sciences...
7.	4.42	*63. to create an institution known in the community as an intellectually exciting and stimulating place
8.	4.39	50. to provide academic advising services for students...
9.	4.38	*68. to involve those with appropriate expertise in making campus decisions...
10.	4.38	49. to evaluate faculty in an appropriate and reasonable manner in order to promote effective teaching...
11.	4.35	27. to identify and assess basic skills levels and then counsel students relative to their needs...
12.	4.30	2. to teach students methods of inquiry, research, and problem definition and solution...
13.	4.29	11. to be committed as a college to providing learning opportunities to adults of all ages...
14.	4.29	9. to ensure that students acquire knowledge and skills that will enable them to live effectively in society...
15.	4.26	8. to seek to instill in students a commitment to a lifetime of learning...
16.	4.25	41. to evaluate continuously the effectiveness of basic skills instruction...
17.	4.21	10. to instill in students a capacity for openness to new ideas and ways of thinking...
18.	4.20	7. to develop students' ability to synthesize knowledge from a variety of sources...
19.	4.19	5. to increase the desire and ability of students to undertake self-directed learning
20.	4.18	6. to provide a general academic background as preparation for further, more advanced or specialized work...

Table 5: CCGI
PSTCC—Fall 1988

Rank order of the seven **local goal statements.**

"Is a Goal"			"Should be a Goal"			
Rank	**Mean**	**Statement**	**Rank**	**Mean**	**Rank**	**Discrepency or Difference**
1.	**3.32**	**92.** to develop the Blount County site into a full-service campus (including a complete college transfer program, library, services, etc.)	**1**	**3.83**	**4.**	**+.51**
2.	**2.83**	**91.** to develop the Downtown/ Division Street site into a full-service campus (including a complete college transfer program, library, services, etc.)	**2.**	**3.25**	**6.**	**+.44**
3.	**2.36**	**95.** to expand off-campus courses and and services in the downtown Knoxville/central city area.	**7.**	**2.62**	**7.**	**+.26**
4.	**2.32**	***93.** to expand off-campus courses and services in the North Knoxville/Knox County Area	**4.**	**2.87**	**2.**	**+.55**
5.	**2.29**	***94.** to expand off-campus courses and services in the East Knoxville/Knox County Area.	**5.**	**2.81**	**3.**	**+.52**
6.	**2.25**	***96.** to provide off-campus instruction via instructional television, cable TV, microwave, etc.	**3.**	**2.96**	**1.**	**+.71**
7.	**2.19**	***97.** to develop an inter-collegiate athletic program.	**6.**	**2.67**	**5.**	**+.48**

Table 6: CCGI
PSTCC—Fall 1988

Rank order of the top ten goal statement discrepancies.

Rank	Difference	Goal Statement
1.	+1.84	65. Maintain a climate of mutual trust and respect among students, faculty, and administrators.
2.	+1.81	59. Maintain climate where communication throughout organizational structure is open/candid
3.	+1.64	53. Provide flexible leave and sabbatical opportunities for faculty, staff, and professional development
4.	+1.62	68. To involve those with appropriate expertise in making important campus decisions
5.	+1.59	52. Operate student health service including health maintenance, preventative medicine, and referral service
6.	+1.50	62. Maintain climate at college where differences of opinion can be aired openly and amicably
7.	+1.40	43. To commit college resources to faculty and staff development activities
8.	+1.37	63. Create an institution known in the community as an intellectually exciting and stimulating place
9.	+1.25	25. Encourages students to have an active concern for the general welfare of their communities
10.	+1.25	8. Teach students to "learn how to learn" so they can continue learning throughout their lives

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